
**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal: Mr. Michael Murphy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Pace Academy
(As it should appear in the official records)

School Mailing Address: 966 W. Paces Ferry Rd. N.W. (If address is P.O. Box, also include street address)

<u>Atlanta</u>	<u>Georgia</u>	<u>30327-2699</u>
City	State	Zip Code+4 (9 digits total)

Tel. (404) 262-1345 Fax (404) 264-9376

Website/URL www.paceacademy.org E-mail: mmurphy@paceacademy.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: N/A Tel. () N/A

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

N/A Date: _____
N/A (Superintendent's Signature)

Name of School Board
President/Chairperson: Mr. Mark Pirrung
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date: _____

**Private Schools: If the information requested is not applicable, write N/A in the space*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)
 _____ N/A TOTAL

2. District Per Pupil Expenditure: _____ N/A _____
 Average State Per Pupil Expenditure: _____ N/A _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 8 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	19	21	40		7	44	39	83
1	20	22	42		8	39	43	82
2	20	21	41		9	56	43	99
3	19	22	41		10	45	50	95
4	21	21	42		11	37	47	84
5	19	22	41		12	38	51	89
6	30	33	63		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								842

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>88.8% White</u> |
| <u>5.6% Black or African American</u> |
| <u>1.1% Hispanic or Lantino</u> |
| <u>3.6% Asian/Pacific Islander</u> |
| <u>0.1% American Indian/ Alaskan Native</u> |
| <u>0.8% Other</u> |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 1.8%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	850
(5)	Subtotal in row (3) divided by total in row (4)	0.018%
(6)	Amount in row (5) multiplied by 100	1.8%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 19
 Specify languages: Arabic, Bengali, Cantonese, Chinese, Dutch, Esan, Farsi, French, Greek, Hindi, Indian, Italian, Korean, Malay, Russian, Spanish, Tagalog, Tamil, Yugoslavian

9. Students eligible for free/reduced-priced meals: 0 %

0 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3.4%
29 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 28 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 8 </u>	<u> 0 </u>
Classroom teachers	<u> 73 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 10 </u>	<u> 1 </u>
Paraprofessionals	<u> 4 </u>	<u> 1 </u>
Support staff	<u> 33 </u>	<u> 12 </u>
Total number	<u>128</u>	<u> 14 </u>

12. Average school student-“classroom teacher” ratio: 11.5 : 1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.60%	98.00%	97.60%		
Daily teacher attendance	99.40%	99.30%	99.40%		
Teacher turnover rate	5.56%	12.09%	14.61%		
Student dropout rate	0%	0%	0%		
Student drop-off rate	7.30%	4.90%	4.90%		

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	92
Enrolled in a 4-year college or university	100%
Enrolled in a community college	0%
Enrolled in vocational training	0%
Found employment	0%
Military service	0%
Other (travel, staying home, etc.)	0%
Unknown	0%
Total	100 %

Part III: Summary

Pace Academy, founded in Atlanta in 1958, is an independent college preparatory coeducational day school with 840 students in grades pre-first through 12th. Pace educates the whole person within an atmosphere that promotes the best in a moral and humane school experience. Our school motto, "To Have the Courage to Strive for Excellence," is the cornerstone of this philosophy. Pace does not discriminate on the basis of race, color, gender, national origin, religion or disability in recruitment or admissions of students, faculty or staff.

The following objectives guide the board, administration, faculty, staff, students and parents:

- Recognize the importance of each individual.
- Foster a love of learning.
- Encourage respect for self and others through the development of moral and spiritual values consistent with the Judeo-Christian ethic.
- Encourage responsibility.
- Develop an understanding of the privileges and responsibilities of our democratic society and prepare students for effective citizenship in a global community.
- Develop leadership skills.
- Foster physical and emotional development and lifelong health.
- Encourage appreciation for aesthetic values.
- Promote a diverse social, economic, religious and racial community.
- Develop an appreciation for our planet and its resources.
- Provide excellent academic and co-curricular programs and facilities.
- Provide positive adult role models.
- Promote parental involvement.

The school is well known for providing a high-quality, rigorous academic curriculum in a nurturing and supportive environment. The highly qualified faculty (average tenure of 18 years in education and 13 years at Pace) has created an academic environment in which all members of the community know they have a role in and are a part of the "Pace Family."

Pace Academy's nationally recognized Service Learning Program has been cited by both The Freedom Foundation and The Council for Spiritual and Ethical Education for the excellence and service it brings to the students and to the Greater Atlanta community. Students in all three divisions (Lower School, Middle School and Upper School) participate in physical education and art instruction, and 98% of Upper School students participate in at least one co-curricular after-school program. Pace teams and programs earn national and regional recognition. This year, the boys soccer team won the state championship and was ranked 2nd in the nation by the The High School Soccer Coaches poll. The debate team has won 16-consecutive state championships and won the national Tournament of Champions in 2001. Pace Theater is a hallmark program. The Pace community is proud of how the school has developed in our first 46 years of operation. We consider Pace an ideal sized school for children to explore, connect and excel.

Part IV: Indicators of Academic Success

1.) Assessment Results

Pace Lower School students are administered the Educational Records Bureau Test CTP IV. It assesses student progress in reading, grammar, English, math concepts and math application. Student norms are presented in comparison with national, suburban, and independent as well as with their own class population. One can also see the quartile in which the student falls for these various groups.

Pace Lower School students consistently demonstrate that they are mastering skills and are able to apply those skills assessed on national exams well above the norms set by national and independent school groups.

Middle School students participate in the SSAT testing program. Test results show a student's comparative achievement in verbal, mathematical and reading abilities. The scores are normed with national groups and with groups participating in the SSAT testing program. The testing is used for admissions and placement of students in our programs.

Upper School students participate in the PSAT, SAT, and Advanced Placement Exam programs. PSAT and SAT scores assess verbal and mathematical skill achievement. A combined total score of 1600 (800 verbal; 800 math) is possible. The class of 2003 had an average SAT score of 1303. The Advanced Placement program reflects a student's achievement on one of 19 exams offered for specific AP courses provided at Pace. A student can receive a score ranging from 1 to 5, with 5 being the highest. 86% of Pace students taking AP exams in 2003 scored 3 or higher.

2.) Assessment Data

Assessment data is used in conjunction with faculty input to place students in appropriate programs. When an individual's test scores and classroom performance fall below expected standards, remedial support is offered. Likewise, when a student demonstrates exceptional ability and potential, enrichment and appropriate challenge is offered.

In general, Pace students and classes perform at high levels as evidenced on assessment instruments. We use the tests as indicators of strength, but rely heavily on teacher reports when we consider individual and subject level-curricular improvements.

Our faculty currently is involved in a self-study for reaccreditation. Test scores are being examined for trends, and benchmarks are being noted. In anticipation of the new writing section on the SAT, we are assuring that writing is an emphasized component of all programs.

3). Communication of Assessment Data

Lower School parents receive quarterly report cards. In addition, all parents participate in two parent-teacher conferences as well as regular informal meetings. The head of Lower School provides an opportunity for every family to meet and discuss the results of standardized testing.

Middle School and Upper School parents receive four reports a year. In addition, interim reports are offered each semester. Parents are encouraged to participate in two formal parent-teacher conferences as well as informal discussions by phone or e-mail. Test results from SSAT, PSAT and SAT are sent home. The deans, counselors and college counseling office provide opportunities for parents to meet and discuss scores.

When a child has inconsistent testing, the appropriate division head and counselor meet with the family to ensure there is an understanding of the situation and of the educational improvement plan.

4.) Sharing of Success

Pace is accredited by the Southern Association of Colleges and Schools and holds membership in the National Association of Independent Schools, the Southern Association of Independent Schools and the Georgia Independent School Association. The school belongs to the College Board, Educational Record Bureau, Cum Laude Society and National Honor Society. Faculty are encouraged to participate in workshops, seminars and conferences. Presentations about best practice programs as well as involvement in local associations allow others to know about our success. Pace also publishes a newsletter, which is distributed to local and regional schools. Many of the articles focus on student success. In addition, the College Office publishes a school profile which details the achievements of our students

Part V: Curriculum and Instruction

1.) School Curriculum

Pace Academy offers a liberal arts curriculum to all students. Core areas of the curriculum are reading, writing, math, science, history, art, music, foreign language (French, Latin and Spanish), physical education, integrated technology and public speaking.

The reading and language arts program begins with a phonics and sight word program, and advances into a grammar, extensive writing and analytical reading program. Pace students are expected to become proficient readers and writers capable of using these skills in all subjects. Because this approach is considered the gateway to future success, it is afforded significant time in the schedule. In addition, a public speaking program is encouraged at all grade levels and is a specifically required course for all students in grades 8 and 9.

The Lower School math curriculum focuses on the Everyday Mathematics program. Students are taught to memorize, understand and manipulate mathematical concepts. In Middle School, the program advances into three years of pre-algebra and algebra. Upper School students participate in four years of required math, with geometry, Algebra II, math analysis, calculus and statistics being essential courses of study. In addition, a math team competes in local and state competitions.

The social studies and history programs begin with an examination of personal and local history, and expand into national, international and issues-related topics. History, philosophy, geography and studies of different time periods and regions of the world are essential elements as we prepare students to participate fully in our democratic society and in a global community.

The Lower School science program is taught by a science specialist who introduces a hands-on experimental approach to a full range of scientific concepts and topics. Middle school students develop scientific skills to prepare them for a minimum three-year requirement of physics, chemistry and biology in high school. Most students participate in a fourth year of science and 76% of students participate in an advanced placement science course.

Physical education is required in grades pre-1 through 8. Students are encouraged to participate in a wide range of physical activities, which often take place in the gymnasiums, in the pool or on the playing field. 98% of Upper School students participate on at least one athletic team.

Art is an essential and popular part of the Pace curriculum. Every child is encouraged to find an area of strength in art. In Lower School every child receives art instruction throughout the year. Middle School and Upper School students select electives and well as required courses in drawing, painting, ceramics and photography.

Students begin taking French in pre-first grade. The purpose of the foreign language program in the Lower School at Pace is to introduce students to basic vocabulary in oral and written French, and to broaden their understanding of the world of language. By Middle School students select French, Latin or Spanish as a language in which to become proficient. Four years of language study is required. Trips to native speaking nations are offered annually.

2.) Elementary Reading Curriculum

The Lower School faculty in coordination with the Curriculum Committee work together to learn, to examine, to develop and to implement programs we believe to work. Curriculum development includes the writing and implementation of expected exit outcomes for every grade in the specific subject.

Pace Academy's reading program was thoroughly reviewed in 2001-2002 and the Open Court Reading Series was adopted the following school year. Open Court was found to be the most comprehensive and appropriate for our specific population. Open Court is a complete elementary basal reading program. It maintains strong instruction in the areas of decoding, comprehension, inquiry and investigation and writing.

Open Court consists of three parts. Part 1 of each unit, Preparing to Read, focuses on the foundations (phonemic awareness, sounds and letters, phonics, fluency and word knowledge). Part 2, Reading and Response, emphasizes reading for understanding with literature, comprehension, inquiry and investigation, and practical reading applications. Part 3, Language Arts, focuses on communication skills such as spelling, vocabulary, writing process strategies, writer's craft and English language conventions.

We have found tremendous success with all aspects of Open Court. Our test scores, as shown in the assessment piece, illustrate our superior results.

Secondary School Reading Curriculum

The English Department feels that students learn best when they are engaged with the material. Teachers seek variety and liveliness in the classroom by striking a balance between the traditional and the contemporary, the disciplined and the exploratory. Students follow sequenced courses as they explore all of the literary genres--fiction, nonfiction, poetry, and drama--at every grade level, advancing from year to year to more challenging and complex reading appropriate to their interests and maturity. In addition to the study of literature, English teachers cover the basic skills of grammar and usage, vocabulary, all forms of writing, and close reading. The Middle School resource lab provides intensive semester or year-long instruction to students who need special support. Students are encouraged to think for themselves, to be tolerant of other views, and to find pleasure in the power and beauty of language. Most English courses are also offered at an Honors level. Recommended seniors may take Advanced Placement English.

3.) Technology Curricula

Pace Academy's technology curricula is integrated into all programs and taught as a separate skills-based course to various grade levels. All members of the faculty have been trained in the Georgia INTECH program. During each semester, each department uses a set of skills to provide students with practical application of and enrichment experiences with technology. Courses are offered in Lower School, Middle School and Upper School to teach students efficient use of computers and other technological devices to enhance learning, research and productivity. Internet use, website development and art courses provide special opportunities for students. This program ensures that Pace students are increasingly independent and prepared to move into higher education. The technology program greatly enhances student research and presentation projects as well as student communication with faculty.

4.) Instructional Methods

Pace Academy faculty know that their primary duty is to improve student learning. Beyond classroom instruction – which often includes oral presentations with visual representations for enhancement of the presentation – hands on activities, small group learning teams and individual help sessions are commonplace in all grades. Small class size, the use of assistant teachers and after-school help sessions are very helpful for students. In addition, Pace uses ability grouping when deemed appropriate by a faculty member. Ability groups are used most commonly in beginning reading classes, upper level math and foreign language classes and in the 19 Advanced Placement courses offered in the Upper School. In addition, a Lower School resource teacher works with individuals and small groups to either reinforce or enrich classroom skills and concepts. A new Middle School will open in the coming year. A reading/writing resource teacher, to be assigned to that division, will provide intensive small group instruction to students in grades 6, 7 and 8 who show the need for a different pace or style of instruction as reading and writing become more abstract and complex. Faculty are encouraged to use various kinds of technology, visual aids and hands-on experiences to enhance student learning and make learning more enjoyable.

5.) Professional Development

In 2000-2001 the Pace Academy faculty developed an extensive Professional Development Plan involving a set of programs to allow faculty members to concentrate on developing teaching abilities and expanding core knowledge. Furthermore, a teacher orientation and mentor program helps new faculty understand the basic curriculum and school culture and rules. A two-year proficiency-in-technology plan was instituted to ensure that all teachers are able to incorporate computers, calculators, Smart Boards and other technologies into the curriculum. In its second year, it provides teachers with 10 to 25 modules of instruction and has led to increased comfort, understanding and use of technology in all grade levels and subject areas. Teachers earn professional credit for participating in the technology instruction. The Professional Development Plan includes designated funding for teachers to attend workshops and degree-focused college programs that support instructional knowledge. Teachers are expected to participate in at least three days of instruction each year. In addition, the plan brings educational specialists to Pace Academy to speak to faculty about special areas of focus. Recently, Dr. Mel Levine, a national expert on learning differences, spent six hours with the full faculty addressing his research from the A Mind At a Time Institute. Pace welcomed 150 faculty from other schools to join us for Dr. Levine's presentation. Peter Cobb, past executive director for the Council of Spiritual and Ethical Education, has addressed moral education and time management in the curriculum. David Mallery, director of Professional Development for the National Association of Independent Schools conducted a day-long session on the importance of the teacher in the lives of children. In addition, \$20,000 a year is earmarked for the Faculty Development Committee to provide special grants to teachers who discover non-budgeted opportunities to advance their teaching and education.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): National Association of Independent Schools
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No

Part II - Demographics

1. What are the 2002-2003 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$11,500}{\text{K}}$	$\frac{\$12,920}{1^{\text{st}}}$	$\frac{\$12,920}{2^{\text{nd}}}$	$\frac{\$12,920}{3^{\text{rd}}}$	$\frac{\$12,920}{4^{\text{th}}}$	$\frac{\$12,920}{5^{\text{th}}}$
$\frac{\$13,890}{6^{\text{th}}}$	$\frac{\$15,080}{7^{\text{th}}}$	$\frac{\$15,080}{8^{\text{th}}}$	$\frac{\$15,080}{9^{\text{th}}}$	$\frac{\$15,080}{10^{\text{th}}}$	$\frac{\$15,080}{11^{\text{th}}}$
$\frac{\$15,080}{12^{\text{th}}}$	\$N/A Other				

2. What is the educational cost per student?
(School budget divided by enrollment) \$15,688
3. What is the average financial aid per student? \$8,478
4. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? 4.2%
5. What percentage of the student body receives
scholarship assistance, including tuition reduction? 7.8%

Pace Academy
Atlanta, Georgia

2000-2002 Comprehensive Testing Program III

2003 Comprehensive Testing Program IV

Publisher: Educational Record Bureau

Scores are reported as median percentiles

No students were excluded from the tests

*National percentiles not provided by publisher

	2003	2002	2001
Testing Month	May	May	May
<u>Grade 2</u>			
Reading Comprehension	*	99	95
Mathematics	*	99	99
Number of Students Tested	41	40	40
Percent of Total Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
<u>Grade 3</u>			
Reading Comprehension	93	94	96
Mathematics	98	99	99
Number of Students Tested	39	41	40
Percent of Total Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
<u>Grade 4</u>			
Reading Comprehension	93	95	95
Mathematics	94	97	95
Number of Students Tested	41	40	42
Percent of Total Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
<u>Grade 5</u>			
Reading Comprehension	93	96	97
Mathematics	96	99	99
Number of Students Tested	40	41	42
Percent of Total Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0

Pace Academy
Atlanta, GA

Secondary School Admission Test
Scores are scaled.

	2002-2003	2001-2002	2000-2001
Testing Month	February	February	February
Grade 6			
Verbal	302.91	302.73	298.09
Math	293.82	297.64	288.83
Reading	292.75	290.79	289.32
Number of students tested	60	58	59
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
Grade 8			
Verbal	314.43	316.70	315
Math	310.15	311.60	312
Reading	302.08	304.80	301.80
Number of students tested	83	78	72
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

*This information is provided in order to illustrate our scores for the S.S.A.T testing program. We administer this test annually to our sixth and grade students. National norms are not provided for this test however we were asked to include this information to show that standardized testing does occur in our middle school grades.

Pace Academy
Atlanta, GA

Preliminary Scholastic Aptitude Test
Scores are scaled

	2002-2003	2001-2002	2000-2001
Testing Month			
Grade 10			
Verbal	56.2	56.04	57.79
Math	56.8	55.72	55.41
Writing	57.1	59.26	58.34
Number of students tested	87	92	91
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
Grade 11			
Verbal	59.6	60.7	61
Math	60.7	59.8	60.4
Reading	62.4	63.5	62.4
Number of students tested	89	92	82
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

Pace Academy
Atlanta, GA

Scholastic Aptitude Test
Scores are scaled.

	2002-2003	2001-2002	2000-2001
Grade 12			
Verbal	652.5	652	633
Math	650	646	645
TOTAL	1302.5	1298	1278
Number of students tested	92	83	86
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%